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ABSTRACT

This survey of engineering sophomores is the last of a series of five surveys seeking to determine the characteristics and attitudes of engineering students, and the changes in these areas which occur as the students proceed through their first two years in engineering. Fourteen of the original sixteen schools included in the fall 1975 survey were included in this survey. The survey questionnaire consisted of 50 items and was returned by 73% of those students eligible for the survey. Data are presented for all survey items including: reason for career choice, preferred occupational future, problems, grades, reaction to instructors, reaction to friends, and future expectations. (SL)

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RESULTS OF SPRING 1977 SURVEY OF ENGINEERING SOPHOMORES

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Introduction

The spring 1977 survey of engineering sophomores is the last of a series of five surveys seeking to determine the characteristics and attitudes of male and female engineering students, and the changes in these areas as students proceed through their first two years in engineering. The results of the four previous surveys have been presented in "Results of Fall 1975 Survey of Engineering Freshmen (Revised)," "Results of Spring 1976 Survey of Engineering Freshmen," "Results of Fall 1976 Survey of Engineering Freshmen," and "Results of Spring 1977 Survey of Engineering Freshmen."

Survey Population, Sample, and Response Rates

The survey results were intended to refer to the population of all first-time engineering students who entered one of forty-two schools during the fall 1975 term, and who continued in engineering at the same school in spring 1977. We estimate that there were 13,940 students in this population, including 11,960 men and 1,980 women.

Fourteen of the original sixteen schools included in the fall 1975 survey sample contributed to the spring 1977 sophomore survey. These include all but one of the fifteen schools which participated in the spring 1976 freshman survey. Unfortunately, the survey responses from Howard University were apparently lost in the mail. In all, seven schools selected with certainty and seven randomly selected schools contributed to the spring 1977 sophomore survey.

The number of students in the original sample at the 14 institutions who continued in engineering at the same school in the spring of 1977 was 1,934, including 1,128 men and 806 women. Three hundred eight men and 303 women completed the survey. Thus the overall response rates for the 14 schools in the spring 1977 sophomore survey were 27.3% for men and 37.6% for women.

One reason for the low response rates was the fact that students had to complete both the fall 1975 survey and the spring 1976 survey and to continue in engineering in spring 1977 in order to be eligible to take this survey. Four hundred thirty-three men and 395 women were eligible to take the survey. Thus, of those eligible, 308/433 men (71.1%) and 303/395 women (76.7%) completed the survey.

The Questionnaire

The questionnaire administered to sophomores in the spring of 1977 consisted of 50 items designed by the research team. A number of the questionnaire items were adapted from Part I of the College Student Questionnaires, with the permission of the Educational Testing Service. The questionnaire generally took less than 30 minutes to complete.

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Analysis

The overall response rates of 27.3% for men and 37.6% for women in the sample are too low to justify estimating population response proportions for the survey items, or testing the significance of the difference between estimated proportions of men and of women giving a particular response to a question. Therefore, unweighted proportions of students responding to each survey alternative have been tabulated. These results may be said to characterize the survey respondents, rather than the intended survey population. The number of men and of women who completed the survey at each of the schools is given in table 1. The survey results are given in table 2.

Table 1. Numbers of Survey Respondents at Each School

School	Men	Women	Total
Cornell University	40	56	96
General Motors Institute	8	24	32
University of Puerto Rico, Mayaguez	28	26	54
Texas A&M University	7	7	14
Purdue University	8	51	59
Pennsylvania State University	14	26	40
University of Illinois, Urbana	15	19	34
Carnegie-Mellon University	22	15	37
University of California at Berkeley	2	3	5
Michigan State University	2	5	7
University of Virginia	18	11	29
Lehigh University	97	28	125
Vanderbilt University	11	13	24
Colorado School of Mines	36	19	55
Totals	308	303	611

Table 2. Proportions of Respondents Selecting Each Alternative in the Spring 1977 Sophomore Survey

Item and Response Description	Unweighted Proportions Total	Men	Women
1. Engineering major field			
1. General	1.6	1.0	2.3
2. Aeronautical and astronautical	1.1	0.6	1.7
3. Chemical	18.5	18.5	18.5
4. Civil	15.4	14.0	16.8
5. Electrical	15.1	16.9	13.2
6. Industrial	6.7	3.2	10.2
7. Mechanical	15.4	18.5	12.2
8. Mineral, petroleum and geological	4.6	6.2	3.0
No response	21.6	21.1	22.1
2. Engineering major field (continued)			
1. Agricultural	0.5	0.0	1.0
2. Architectural	0.8	1.0	0.7
3. Bioengineering	2.5	1.9	3.0
4. Ceramics	1.0	0.3	1.7
5. Computer science	2.8	2.9	2.6
6. Engineering physics	2.0	2.9	1.0
7. Metallurgical	4.1	4.2	4.0
8. Nuclear	1.1	1.0	1.3
9. Other engineering	3.6	3.9	3.3
10. Undecided but in engineering	0.8	1.3	0.3
No response	80.9	80.5	81.2
3. Non-engineering major field			
1. Biological science	1.0	1.0	1.0
2. Physical science	0.7	0.3	1.0
3. Mathematics	2.0	1.6	2.3
4. Social science, humanities, arts	1.3	1.3	1.3
5. Education	0.2	0.3	0.0
6. Business	1.8	2.3	1.3
7. Agriculture	0.5	0.6	0.3
8. Architecture or city planning	0.7	1.0	0.3
9. Other non-engineering	0.5	0.6	0.3
10. Undecided, but not engineering	90.7	90.3	91.1
4. Most important reason for career choice			
1. Job openings available	14.9	14.0	15.8
2. Rapid career advancement	2.3	2.9	1.7
3. High anticipated earnings	4.9	5.5	4.3
4. Contribution to society	6.1	7.1	5.0
5. Work with ideas	6.4	7.1	5.6
6. Prestige of the profession	0.5	0.0	1.0
7. Work with people	2.3	1.9	2.6
8. Work itself is interesting	54.5	51.9	57.1
9. Opportunity to combine career & family	1.6	1.9	1.3
10. Other	5.6	6.5	4.6
No response	1.0	1.0	1.0

Item and response description	Unweighted Proportions Total	Men	Women
5. Father's opinion of major field			
1. Strongly approves	64.2	64.6	63.7
2. Mildly approves	20.8	20.8	20.8
3. Indifferent	6.7	8.8	4.6
4. Disapproves somewhat	1.5	1.3	1.7
5. Strongly disapproves	0.2	0.3	0.0
6. Unaware of present thinking	2.1	1.0	3.3
No response	4.6	3.2	5.9
6. Mother's opinion of major field			
1. Strongly approves	60.6	57.8	63.4
2. Mildly approves	24.5	23.4	25.7
3. Indifferent	10.1	13.0	7.3
4. Disapproves somewhat	1.3	1.6	1.0
5. Strongly disapproves	0.7	1.0	0.3
6. Unaware of present thinking	1.6	1.9	1.3
No response	1.1	1.3	1.0
7. Are parents engineers?			
1. No	72.0	70.1	73.9
2. Father	27.2	28.9	25.4
3. Mother	0.5	0.6	0.3
4. Both	0.3	0.3	0.3
No response	0.0	0.0	0.0
8. Racial/ethnic background			
1. American Indian	0.5	0.3	0.7
2. Asian	2.3	2.6	2.0
3. Black, non-Hispanic	2.1	1.6	2.6
4. Hispanic	7.9	8.1	7.6
5. White, non-Hispanic	82.3	81.5	83.2
6. Other	2.5	2.6	2.3
No response	2.5	3.2	1.7
9. Preferred occupational future			
1. Academic life	10.3	9.1	11.6
2. Business life	14.1	16.2	11.9
3. Professional life	52.4	51.3	53.5
4. Trained technician or craftsman	1.1	1.9	0.3
5. Creative arts	1.0	0.6	1.3
6. Home and family	9.2	8.1	10.2
7. Other	4.4	2.6	6.3
8. Insufficient thought given	6.9	9.7	4.0
No response	0.7	0.3	1.0

Item and response description	Unweighted Proportions Total	Men	Women
10. Preferred professional work situation			
1. Own business	9.0	14.6	3.3
2. Small firm	10.0	10.4	9.6
3. Medium-large firm or corporation	43.2	37.0	49.5
4. Own professional office	7.7	10.1	5.3
5. Educational institution	3.6	3.2	4.0
6. Public or private research organization	11.1	11.0	11.2
7. Public or private welfare agency	0.2	0.3	0.0
8. Government service	2.9	2.6	3.3
9. Other firm, organization or situation	2.0	1.[illegible]	2.0
10. I don't know	10.0	8.4	11.6
No response	0.3	0.3	0.3
11. Expected professional work situation			
1. Own business	2.8	4.5	1.0
2. Small firm	4.7	6.5	3.0
3. Medium-large firm or corporation	66.0	65.3	66.7
4. Own professional office	2.6	4.2	1.0
5. Educational institution	1.8	0.6	3.0
6. Public or private research organization	5.4	4.5	6.3
7. Public or private welfare agency	0.3	0.0	0.7
8. Government service	3.4	3.2	3.6
9. Other firm, organization or situation	2.5	2.6	2.3
10. I don't know	10.0	8.1	11.9
No response	0.5	0.3	0.7
12. Highest degree planned			
1. No degree	0.5	1.0	0.0
2. Bachelor's degree	34.7	35.4	34.0
3. Master's degree, not in business	29.8	30.2	29.4
4. MBA	18.7	16.9	20.5
5. Ph.D. or Ed.D.	8.5	9.1	7.9
6. Law degree	3.1	2.6	3.6
7. Medical degree	1.6	1.6	1.7
8. Dental degree	0.0	0.0	0.0
9. Other degree	1.8	1.6	2.0
No response	1.3	1.6	1.0
13. Greatest source of personal satisfaction during sophomore year			
1. Coursework in general	11.6	13.3	9.9
2. Coursework in major	12.1	13.0	11.2
3. Individual study	2.5	3.6	1.3
4. Organized extracurricular activities	11.9	13.0	10.9
5. "Bull sessions" with students	4.6	6.5	2.6
6. Social life, dating, parties	9.0	9.1	8.9
7. Close friendships with students	16.4	10.1	22.8
8. Wide variety of acquaintances	5.7	4.9	6.6
9. Self-discovery, self-insight	18.0	18.8	17.2
10. Other area	7.0	6.8	7.3
No response	1.1	1.0	1.3

Item and response description	Unweighted Proportions Total	Men	Women
14. Biggest problem during sophomore year			
1. No major problems	18.0	18.8	17.2
2. Finances	8.3	8.8	7.9
3. Medical problems	3.1	2.3	4.0
4. Handling course content	30.6	31.2	30.0
5. Meeting or relationship with members of opposite sex	8.0	11.4	4.6
6. Deciding on major	9.3	7.1	11.6
7. Family relationships	2.3	1.3	3.3
8. Discriminatory practices	0.5	0.6	0.3
9. "Finding" oneself	13.1	13.0	13.2
10. Other	5.7	4.2	7.3
No response	1.0	1.3	0.7
15. Extent of participation in preprofessional organizations			
1. Not at all	56.3	72.1	40.3
2. To a small extent	33.7	23.7	43.9
3. Fairly extensively	7.4	2.6	12.2
4. Very extensively	1.8	0.3	3.3
No response	0.8	1.3	0.3
16. Non-required reading			
1. Nonfiction in science, math, engineering	4.4	6.8	2.0
2. Science fiction	7.4	10.4	4.3
3. Mysteries, adventure fiction	4.1	3.6	4.6
4. Social sciences	11.0	12.0	9.9
5. Psychology	1.8	1.3	2.3
6. Novels, short stories, drama, poetry, etc.	28.0	12.7	43.6
7. Biographies & autobiographies	0.2	0.0	0.3
8. Nonfiction--sports, leisure	18.0	28.2	7.6
9. Other	9.7	10.1	9.2
10. Little or none	15.4	14.6	16.2
No response	0.2	0.3	0.0
17. Relative amount of study as a sophomore			
1. Much less than most classmates	9.8	12.7	6.9
2. Slightly less than most	18.7	20.8	16.5
3. Same as most	35.5	29.2	41.9
4. Slightly more than most	25.5	25.6	25.4
5. Much more than most	8.5	9.7	7.3
No response	2.0	1.9	2.0

Item and response description	Unweighted Proportions Total	Men	Women
18. First year grade average			
1. D+ or lower	1.1	0.0	2.3
2. C-	2.6	2.9	2.3
3. C	10.5	11.0	9.9
4. C+	11.0	14.6	7.3
5. B-	13.7	15.6	11.9
6. B	17.3	17.2	17.5
7. B+	17.0	13.3	20.8
8. A-	10.5	9.1	11.9
9. A or A+	16.0	16.2	15.8
No response	0.2	0.0	0.3
19. First-term sophomore grade average			
1. D+ or lower	6.4	7.1	5.6
2. C-	5.9	7.5	4.3
3. C	11.8	12.7	10.9
4. C+	10.1	10.7	9.6
5. B-	13.3	12.3	14.2
6. B	13.1	12.7	13.5
7. B+	14.1	11.0	17.2
8. A-	9.3	9.7	8.9
9. A or A+	14.7	15.9	13.5
No response	1.3	0.3	2.3
20. Importance of good grades			
1. Not important	3.3	2.9	3.6
2. Somewhat important	32.9	33.4	32.3
3. Quite important	46.8	47.4	46.2
4. Extremely important	16.4	14.9	17.8
No response	0.7	1.3	0.0
21. Academic performance in comparison with others of same sex in engineering			
1. Better than most	32.2	36.7	27.7
2. Equal	46.3	41.9	50.8
3. Worse than most	18.8	18.8	18.8
No response	2.6	2.6	2.6
22. Academic performance in comparison with those of opposite sex in engineering			
1. Better than most	32.2	36.7	27.7
2. Equal	45.5	38.0	53.1
3. Worse than most	18.2	20.1	16.2
No response	4.1	5.2	3.0
23. Most confident academic situation			
1. Group of same sex	6.9	6.8	6.9
2. Group of opposite sex	4.9	2.3	7.6
3. Equally mixed	7.4	7.5	7.3
4. Sex ratio makes no difference	79.7	81.2	78.2
No response	1.1	2.3	0.0

Item and response description	Unweighted Proportions Total	Men	Women
24. Amount of competitiveness for grades			
1. A great deal	37.6	40.6	34.7
2. A fair amount	44.0	40.3	47.9
3. Only a little	15.5	15.3	15.8
4. None	2.0	2.6	1.3
No response	0.8	1.3	0.3
25. Anxiety during course exams			
1. Very anxious	31.4	30.8	32.0
2. Somewhat anxious	56.0	53.6	58.4
3. Not anxious	11.9	14.6	9.2
No response	0.7	1.0	0.3
26. Greatest influence during sophomore year			
1. Male faculty/staff member	9.5	9.7	9.2
2. Female faculty/staff member	2.0	1.0	3.0
3. Male engineering students	22.9	23.7	22.1
4. Female engineering students	6.1	2.9	9.2
5. Other male friends on campus	17.2	22.7	11.6
6. Other female friends on campus	9.0	3.6	14.5
7. Other male friends from home town	3.3	4.2	2.3
8. Other female friends from home town	4.1	6.8	1.3
9. Family member(s)	9.2	9.1	9.2
10. Other	12.4	11.7	13.2
No response	4.4	4.5	4.3
27. Consults with parents on important personal decisions			
1. Almost always	23.1	16.9	29.4
2. Usually	33.9	37.7	30.0
3. Occasionally	23.9	24.4	23.4
4. Rarely	18.8	20.5	17.2
No response	0.3	0.6	0.0
28. Degree of dependence on parents			
1. Quite dependent	11.8	14.0	9.6
2. Somewhat dependent	30.9	30.8	31.0
3. Fairly independent	44.7	42.2	47.2
4. Very independent	12.1	12.3	11.9
No response	0.5	0.6	0.3
29. Personal relationship with instructors			
1. No	78.7	82.1	75.2
2. One male instructor	10.6	9.7	11.6
3. One female instructor	2.6	1.9	3.3
4. One male & one female instructor	1.8	1.6	2.0
5. Two male instructors	2.6	2.3	3.0
6. Two female instructors	0.2	0.3	0.0
7. More than two	2.8	1.9	3.6
No response	0.7	0.0	1.3

Item and response description	Unweighted Proportions Total	Men	Women
30. Satisfaction with opportunity to individually discuss work with instructors			
1. Extremely dissatisfied	6.5	7.5	5.6
2. Dissatisfied	21.6	20.8	22.4
3. Satisfied	61.0	63.6	58.4
4. Extremely satisfied	8.7	6.5	10.9
No response	2.1	1.6	2.6
31. Consults with close friends on important personal decisions			
1. Almost always	20.9	15.3	26.7
2. Usually	43.7	44.2	43.2
3. Seldom	26.5	30.5	22.4
4. Almost never	8.3	9.1	7.6
No response	0.5	1.0	0.0
32. Feelings about sex ratio in engineering at ones college			
1. Too high a proportion of men	50.1	67.9	32.0
2. The proportions are fine	44.2	26.0	62.7
3. Too high a proportion of women	2.8	3.2	2.3
No response	2.9	2.9	3.0
33. Knows other engineering students in living unit			
1. Yes	85.6	86.0	85.1
2. No	3.3	2.3	4.3
3. Inapplicable to living situation	10.6	10.7	10.6
No response	0.5	1.0	0.0
34. Number of engineering students among three closest female friends			
1. None	44.4	53.9	34.7
2. One	29.0	25.6	32.3
3. Two	14.9	11.0	18.8
4. Three	10.0	6.5	13.5
No response	1.8	2.9	0.7
35. Number of engineering students among three closest male friends			
1. None	16.2	16.6	15.8
2. One	21.4	24.7	18.2
3. Two	31.8	32.5	31.0
4. Three	29.6	25.6	33.7
No response	1.0	0.6	1.3

Item and response description	Unweighted Proportions Total	Men	Women
36. Estimate of proportion of men among practicing engineers in U.S.			
1. 95% or more	23.9	21.4	26.4
2. 90-94%	31.8	32.5	31.0
3. 85-89%	19.5	18.8	20.1
4. 80-84%	10.8	10.7	10.9
5. Less than 80%	1.5	1.6	1.3
6. No idea	12.1	14.3	9.9
No response	0.5	0.6	0.3
37. Plans for fall 1977 school term			
1. Return in engineering	83.3	84.1	82.5
2. Return in science or math	2.9	3.6	2.3
3. Return in other field	2.3	2.3	2.3
4. Study engineering elsewhere	0.8	1.3	0.3
5. Study science or math elsewhere	0.7	0.0	1.3
6. Study other field elsewhere	0.3	0.3	0.3
7. Work on co-op program	3.9	1.9	5.9
8. Leave school completely	0.8	1.0	0.7
9. Other	0.3	0.6	0.0
10. Unknown	4.6	4.9	4.3
No response	0.0	0.0	0.0
38. Major reason for leaving engineering			
1. Academic difficulty	5.7	6.2	5.3
2. Financial reasons	2.1	2.6	1.7
3. Image of the profession	1.6	2.3	1.0
4. Interest in another field	3.3	3.2	3.3
5. Lack of interest in engineering	1.0	0.6	1.3
6. Personal reasons	1.6	1.6	1.7
7. Engineering courses unappealing	1.0	1.3	0.7
8. Other	0.8	0.6	1.0
No response	82.8	81.5	84.2
39. Colleges described engineering education realistically			
1. Strongly agree	3.4	2.6	4.3
2. Agree	37.3	35.4	39.3
3. Neutral; no opinion	23.1	24.4	21.8
4. Disagree	27.2	27.3	27.1
5. Strongly disagree	8.0	9.4	6.6
No response	1.0	1.0	1.0
40. Understood nature of engineering career			
1. Strongly agree	5.6	7.8	3.3
2. Agree	23.1	26.6	19.5
3. Neutral; no opinion	12.3	15.9	8.6
4. Disagree	42.4	37.7	47.2
5. Strongly disagree	15.9	10.7	21.1
No response	0.8	1.3	0.3

Item and response description	Unweighted Proportions Total	Men	Women
41. Strongly motivated to be an engineer			
1. Strongly agree	20.5	21.4	19.5
2. Agree	39.8	35.7	43.9
3. Neutral; no opinion	19.5	21.4	17.5
4. Disagree	13.9	12.0	15.8
5. Strongly disagree	5.6	7.8	3.3
No response	0.8	1.6	0.0
42. Parents enthusiastic about student being in engineering			
1. Strongly agree	29.6	25.6	33.7
2. Agree	44.8	47.7	41.9
3. Neutral; no opinion	17.2	17.2	17.2
4. Disagree	4.9	5.8	4.0
5. Strongly disagree	0.7	0.6	0.7
No response	2.8	2.9	2.6
43. Some academic fields outside of engineering strongly interest the student			
1. Strongly agree	36.7	33.1	40.3
2. Agree	36.7	35.7	37.6
3. Neutral; no opinion	12.1	14.0	10.2
4. Disagree	11.6	13.6	9.6
5. Strongly disagree	2.6	2.9	2.3
No response	0.3	0.6	0.0
44. Grades are honest reflection of student's ability			
1. Strongly agree	7.9	9.1	6.6
2. Agree	27.2	26.6	27.7
3. Neutral; no opinion	15.1	14.3	15.8
4. Disagree	33.4	33.1	33.7
5. Strongly disagree	16.0	15.9	16.2
No response	0.5	1.0	0.0
45. Graduating as an engineer is worth the effort			
1. Strongly agree	28.3	27.9	28.7
2. Agree	40.9	40.3	41.6
3. Neutral; no opinion	20.5	20.8	20.1
4. Disagree	7.2	7.8	6.6
5. Strongly disagree	2.6	2.6	2.6
No response	0.5	0.6	0.3
46. Engineering faculty's advising and counseling is helpful			
1. Strongly agree	8.0	6.8	9.2
2. Agree	30.9	27.9	34.0
3. Neutral; no opinion	34.4	37.0	31.7
4. Disagree	18.0	19.2	16.8
5. Strongly disagree	8.2	8.1	8.3
No response	0.5	1.0	0.0

Item and response description	Unweighted Proportions Total	Men	Women
47. Expect a master's degree in engineering			
1. Strongly agree	9.8	11.4	8.3
2. Agree	21.8	21.4	22.1
3. Neutral; no opinion	21.6	21.4	21.8
4. Disagree	29.5	28.9	30.0
5. Strongly disagree	16.4	15.6	17.2
No response	1.0	1.3	0.7
48. More strongly motivated to be an engineer than a year ago			
1. Strongly agree	16.7	10.4	23.1
2. Agree	35.4	33.8	37.0
3. Neutral; no opinion	21.1	26.6	15.5
4. Disagree	18.0	19.5	16.5
5. Strongly disagree	7.9	9.1	6.6
No response	1.0	0.6	1.3
49. Engineering is a good field to be in to help solve social problems			
1. Strongly agree	10.6	10.1	11.2
2. Agree	34.9	34.4	35.3
3. Neutral; no opinion	32.7	32.5	33.0
4. Disagree	15.4	14.9	15.8
5. Strongly disagree	5.7	7.1	4.3
No response	0.7	1.0	0.3
50. Shouldn't worry about the harmful effects of technology because new inventions will solve the problems			
1. Strongly agree	2.1	2.6	1.7
2. Agree	7.5	8.8	6.3
3. Neutral; no opinion	13.3	13.0	13.5
4. Disagree	30.1	31.5	28.7
5. Strongly disagree	45.8	43.2	48.5
No response	1.1	1.0	1.3